Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix A**

**“I Am” Poem guidelines**

Create an “I Am” poem from the point of view of an assigned subject. The subject of your first “I Am Poem” is YOU! Through the year, you will compose I Am poems from the perspectives of different characters and people. Using stated and implied evidence found in the text, stretch your abilities to use a Voice that is appropriate to the subject and add vivid details through your use of effective Word Choice.

**ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

|  |  |
| --- | --- |
| **Model** | **Example** |
| FIRST STANZA  I am (2 special characteristics you have)  I wonder (something of curiosity)  I hear (an imaginary sound)  I see (an imaginary sight)  I want (an actual desire)  I am (the first line of the poem repeated)  SECOND STANZA  I pretend (something you actually pretend to do)  I feel (a feeling about something imaginary)  I touch (an imaginary touch)  I worry (something that bothers you)  I cry (something that makes you sad)  I am (the first line of the poem repeated)  THIRD STANZA  I understand (something that is true)  I say (something you believe in)  I dream (something you dream about)  I try (something you really make an effort about)  I hope (something you actually hope for)  I am (the first line of the poem repeated) | I am Mrs. Barney  I am a dreamer with a tendency to procrastinate.  I wonder what careers my children will choose.  I hear kids squealing as they splash in the salty seawater.  I see my husband trying to dance; it’s not working out for him.  I want to vacation on a balmy tropical island.  I am a dreamer with a tendency to procrastinate.  I pretend that I’ve won the lottery – CHA-CHING!  I feel deflated when I remember that I’m broke.  I touch my husband’s hand and I know that everything is going to be okay.  I worry about  I cry when I think of losing the people who I love the most.  I am a dreamer with a tendency to procrastinate.  I understand that everyone is different, and  I say you should strive for tolerance and open-mindedness.  I dream that I’m a best-selling novelist.  I try to make a positive difference in small ways every day.  I hope 100% of my students meet or exceed the CRCT.  I am a dreamer with a tendency to procrastinate. |

**“I Am” Poem Rubric**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_**

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| --- | --- | --- | --- | --- |
|  | **20** | **15** | **10** | **5** |
| **Character Analysis**  **(ELACC8RL1,**  **ELACC8RL3)**  **Score:** | Poem is strongly based on both stated and implied evidence in the text. Shows extensive use of evidence drawn from inferences. | Poem is mostly based on stated and implied evidence in the text. There are some inferences drawn, but more inferential support is needed. | Poem is somewhat supported with textual evidence. There is almost no evidence drawn from inferences. | Poem has little to no support from evidence in the text. No evidence is drawn from inferences. |
| **Voice**  **(ELACC8RL1,**  **ELACC8W4)**  **Score:** | Voice clearly reflects the subject’s traits; voice shows direct characterization *and* inferences drawn from indirect characterization. It sounds like the character wrote the poem. | Voice is appropriate for the character and mostly reflects the traits. Voice is based on both direct and indirect characterization, but more inferred evidence from indirect characterization is needed. | Voice minimally sounds like it represents the character’s traits; voice has minimal support from direct and indirect characterization | Voice does not reflect or represent the character’s traits; voice is supported with evidence of neither direct nor indirect characterization |
| **Word Choice**  **(ELACC8W4)**  **Score:** | Vocabulary is striking, powerful, and engaging; it’s easy to “see” what author says because of figurative language—similes, metaphors, and other poetic devices; mental imagery lingers in readers’ minds. | Vocabulary includes familiar words and phrases that sometimes capture readers’ imaginations; there is occasional use of figurative language; perhaps a moment or two of sparkle or imagery emerges. | Vocabulary is very basic; simple words rule; variety only begins to “show” rather than “tell”; expanded and detailed mental imagery is still missing. | Vocabulary has no variety or spice, confuses the reader, or is contradictory; even simple words are used incorrectly; no mental images exist |
| **Publishing Directions**  **(will vary)**  **Score:** | All publishing directions were followed; the work is neat. | Most publishing directions were followed; the work is neat. | Publishing directions were somewhat followed; the work is a bit sloppy. | Publishing directions were not followed; the work is very sloppy. |
| **Total Score/Grade** | **Teacher Commentary:** | | | |